NOV 19 1928

Journal of EDUCATION

BOSTON, MASS.
Vol. CVIII, No. 18

November 19, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

SUBJECT matter closely connected with the interests of young people . . . each unit of composition introduced by games, questions, exercises, projects . . . the pupil taught to correct his errors by directed self-criticism, study of models, and class criticism . . . many examples of good English from modern writers who are interesting to boys and girls . . . the essentials of functional grammar systematically taught . . . teaching directions straight to the point.

THE CRUMPTON-HOSIC JUNIOR HIGH SCHOOL ENGLISH
Book One $1.00 Book Two $1.12 Book Three $1.24

AMERICAN BOOK COMPANY
NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

New Language Texts for High Schools

THINKING, SPEAKING, AND WRITING
HOLMAN, JAMESON, KNICKERBOCKER, CLARK AND VEIT

LATIN—FIRST YEAR
The Climax Series
MAGOFFIN AND HENRY

JUNIOR FRENCH
LOUIS J. A. MERCIER

FUNDAMENTALS OF SPANISH
IMBERT AND PIÑOL

SILVER, BURDETT AND COMPANY
New York Newark Boston Chicago San Francisco

Individualized, new type drill—

INSTRUCTIONAL TESTS IN ARITHMETIC
SCHORLING—CLARK—POTTER

This material is designed for teaching purposes—to give pupils in grades 5 to 8 the kind of practice that each one needs to improve his work in arithmetic computation. Its unusual effectiveness in increasing the mastery of classes as much as from three to six times the normal gain has been demonstrated. It is to be used along with the basal textbook, and it is economical.

Let us send you a complete description pointing out why high mastery of computation is achieved with this right kind of drill.

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

Providence, R. I. ★ *Lynn, Mass.*
Pittsfield, Mass. ★ *Cranston, R. I.*

have adopted

TRYON AND LINGLEY'S
American People and Nation

Used in the schools of 226 New England cities and towns.

Boston GINN AND COMPANY *New York*
Chicago *Atlanta* *Dallas* *Columbus* *San Francisco*

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR NOVEMBER 19, 1928

EDITORIALS:—
The Southern Cross 455
Significant Recognition 456
Responsibility Has Limits 456
Winning Team Pays 456

AMERICAN PUBLIC SCHOOLS 457
By A. E. Winship

BELDING'S PAGE 458

A NEW PHILOSOPHY OF EDUCATION 459
By Wm. A. McKeever

HIGH SCHOOL LOVE 461
By Arthur Dean

THE PASSING OF THE RECITATION 462
By V. T. Thayer

VALUE OF FOREIGN TRAVEL 464
By Lucia Ames Mead

WHAT SHOULD NORMAL SCHOOLS DO? 466
By H. A. Brown

A HELPFUL ADVENTURE 467

WANTED—EXAMINATIONS 468
By Samuel Engle Burr

AUTUMN (Poem) 469
By John H. Garnsey

SCHOOL PROBLEMS 470

CHARACTER CHATS 471
By Joseph B. Egan
The World 471
The Tongue 471
The Kingdom of God 471
The Poetry of Li Po 471
Barter 472

EDUCATION IN ACTION 473

TREND OF THE TIMES 475

THE BOOK TABLE 476

GRINS BETWEEN GRINDS 477

THEY SAY (Poem) 479

Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

The Southern Cross

COLONEL LINDBERGH says the flight of the Southern Cross from California to Australia is the greatest aerial achievement thus far.

The plane was selected with the utmost care. It was not a one-man choice. Several experts were consulted. The navigating equipment was selected with special attention to what would be required in the functioning of every piece of the navigating equipment. The equipment was such that the machine was sure to rise just right and land in the right way. There was nothing overlooked that would be needed to function perfectly from the time the Southern Cross rose in California till she landed in Australia.

The radio equipment was selected with the same care. Every possible need was taken into account. Then the personnel was chosen to make sure that every man was personally adequate for his position and adapted to it. The men were selected to a view to their working harmoniously. Lindbergh says he thinks that disasters in aviation are frequently due to lack of preparation.

We have watched educational achievements and disasters for a great many years, and we are certain that as much depends upon adequate preparation for carrying a child, a class, a school, or a school system over the seas of difficulty as is necessary for a flight from California to Australia.

Of all phases of preparation nothing has the same responsibility as a teacher-training institution. Far be it from us to preach about this, but the best presentation of the significance of the responsibility for adequate preparation was given in an address we heard this season by Dr. Charles A. McMurry of George Peabody College at Tallahassee.

When Dr. McMurry's first-born was six years old he went to school. Dr. McMurry was insistent that he wanted a teacher especially prepared to introduce that child to the school work and world.

In two years another child entered the first grade and this one was in the third grade, and Dr. McMurry was as solicitous for the teacher's preparation for the third grade as for the first.

There came a time when there were six children scattered through the grades and high school, and

Dr. McMurry was just as anxious about the preparation of the teacher of one child as of another, of one grade as of another.

As we read Colonel Lindbergh's description of the selection of the airplane, of its equipment for flying, for radio service, of the personnel and the relation of everything and everybody to everything and everybody else, we could but wish that there might be as complete preparation of every teacher who is to have the responsibility for the flight of children from the north temperate zone to the south temperate zone, physically, intellectually, socially, and civically.

Significant Recognition

THE Birmingham City Board of Education by unanimous vote named its new school for colored pupils the Giddings Sumner Lewis School in recognition of the high professional efficiency and sterling character of one who had been principal in the Birmingham schools for thirty-nine years. He was a native of Ohio, a graduate of Wilberforce University in 1881. He was a noble leader of his race, and his service as a citizen was recognized by all citizens regardless of race.

Responsibility Has Limits

THE school is not a reformatory. It is not responsible for the boy after he leaves the school.

It is not responsible for the boy that has gone wrong, but for the boy who is going wrong.

The school is responsible as is no other institution. It has the only persons in service who have certificates of ability and responsibility for doing anything for the physical, intellectual and social well-being of all children who are in school.

However well-intentioned religious organizations may be, no preacher or pastor, no bishop, priest, or rabbi, no Sunday School teacher or helper in church work is required to pass an examination as to fitness for doing the right thing in the right way at the right time for the physical, intellectual or social well-being of anybody.

By tradition the church is expected to be concerned with the future eternal life of everybody, and whatever is done for any one in this world religiously is traditionally incidental.

certificates of ability and responsibility for doing anything wisely or well for a child except to provide for physical needs, and for not being overzealous in punishing for not doing the right thing in the view of the parent. There is no examination required for ability or disposition to be a wise father or mother.

There is a responsibility placed upon the school by the civil government that is placed nowhere else, and within a given range of age parents must allow the schools to do for their children what will be done for children nowhere else.

The school cannot escape its responsibility.

The school has all children from early childhood to youth, and is responsible for turning them over to society safe and sound. It is not responsible for what society does with them after they leave school.

The school is not responsible for what the home and society neglect to do to enhance the good influence of the school. There may be influences, often are influences, which tend to undo the good that the school tries to do. There is need of a close study of the influences that thwart the purpose and achievement of the schools.

Eighty thousand paid admission fee to see a football game four days after the election.

Winning Team Pays

THE World Series of 1928 demonstrated that it pays to be on a winning team. As a result of the four games with the Cardinals of St. Louis each of the twenty-six members of the New York Yankee team received $5,813.20, though more than half of the men did nothing but sit on the benches. Nevertheless each man received as much as Babe Ruth or Lou Gehrig, each of whom was a vital factor in the winning. Membership in the winning team was worth $5,813.20.

There is a principle involved in being on a winning team. It is often a matter of disposition. There was a time not long ago when Babe Ruth had to decide whether or not he would be on a winning team. He broke rules when the team was playing. He was penalized financially, and denied the privilege of playing a certain number of games. The daily press said he protested against being required to keep certain rules. It was said he was liable to organize a new baseball league, in which there was to be no interference with a player's personal freedom.

Some one wrote about Babe Ruth's duty to defend personal liberty, and said if he would create a league in which there should be absolute freedom for every member of each team, there would be the greatest attendance ever known whenever that Personal Freedom League of baseball players appeared. The issue was not fitness of the players, but personal freedom. Needless to say Babe Ruth knew better.

There are always persons who place some minor personal privilege or pleasure above membership on the winning team. There are liable to be boys who sacrifice everything worth while in a winning team in order to maintain a personal rebellious attitude. The winning team wins for every member thereof regardless of whether he is called into action or not.

American Public Schools

[Ninth Article]

By A. E. WINSHIP

THE remarkable American prosperity since 1920 has produced wholly unexpected educational problems. Prosperity is never universal, but the tendency to increase expenses is always on a par with the general prosperity. There is never any acceptance of the need of reducing the budget because of slackened prosperity.

The universal habit is to demand economy everywhere except in the department in which one is personally interested. Because the educational budget is the largest public budget, all other budgets concentrate on reduction of the public school budget, and it is an unequal contest between our budget and the fire department, police department, street department, park department, health department, clerical departments and everybody else who wants public money personally and officially.

It is useless to criticise the critics. There is only one thing to do and that is economize in school expenses to the limit.

In this century there has been no real need to accept the defensive, which makes it all the harder to do it now, but it must be done.

Every dollar of tax money used in public education must be justified by specific school achievement.

The public schools must show worthwhile achievement from the kindergarten to the last year in the high school for every dollar used in connection with public schools. There must be nothing done with public money in public schools that cannot be marketed in the near future. It is of no avail to say that it will be worthwhile day after tomorrow. It must be ready for a ready market tomorrow. This salesmanship must satisfy every taxpayer, every voter, man and woman, and at the same time it must please the child, however young.

This is the greatest problem ever presented to any group of men and women in the world's history.

In this salesmanship the public school is in competition with the best salesmanship that business, politics and society can produce. The cash and delivery grocery and produce store in the rivalry of the Cash and Carry chain stores has no greater problem than the time-honored public school has in trying to sell itself to the voters in competition with the departments that must provide perfect streets for automobile busses, for limousines, and fifty-seven varieties of automobiles that pay the public press millions of dollars to create public sentiment in favor of tax money for that one department, and every department has a public appeal which catches the fancy of the taxpayers and other voters, which the public school in the old-fashioned way cannot meet.

When Babe Ruth goes to the bat he knows that he is facing one of the most skilful pitchers in the United States, and he knows that pitcher for this game is in the best possible form to make it almost impossible for him to hit the ball at all, to say nothing of letting him strike a home run. He knows that every first-class pitcher of any and all teams is lying awake nights trying to think what it is that makes Babe Ruth hit balls that no one else can hit. No two first-class pitchers ever get together without discussing what it is that Babe Ruth knows that no one else knows about hitting a ball. It is a vastly greater achievement for Babe Ruth to hit a ball at all than for any other man on any diamond to strike a home run.

The greatest achievement in America is to create a public school which can be sold to the public of today.

The only way that the educational professionalist can stay on his job at all is to demonstrate ability to make a marketable public school from the standpoint of the taxpayers and other voters.

The test and measurement of the public school by professionalists is not the test and measurement that will be put upon the achievements of the public schools by the voters.

For professionalists to try to sell the public school that they idealize is to face defeat before even a skirmish is in action.

First of all professionalists must use language that the taxpayers and voters can understand without a dictionary that is ahead of the profession.

The present demand is for the education of professionalists so that they can educate the voters. Nothing would be as fatal as to intensify professionalism which would educate teachers away from the public. Common sense is infinitely more needed educationally than professionalism.

The American college undergraduate is as competent to determine between reality and fallacy, between truth and error, between sincerity and hypocrisy, as he will be at any later time.

—Ernest Martin Hopkins.

Belding's Page

SIXTY-TWO MILLION

WHEN 33,000,000 persons more or less, go to the polls and vote on election day, we call it a big expression of the popular will.

Do you know that very nearly twice as many people as voted on November 6 of this year are carrying life insurance in these United States?

Granting that this is a good thing to do, you will agree that a large piece of educational work has been accomplished in getting so many inhabitants to take out policies. Credit is assigned to various causes—such as war insurance, the "flu" epidemic and post-war prosperity, but the principal credit belongs to the great army of insurance agents.

We hate to see them coming, but we know they are missionaries of a great and worthy cause. Theirs may be a very practical wisdom, but is wisdom nevertheless. So wide a distribution of insurance policies testifies to the prudence and intelligence of the American public—schooled, for the most part, in American public schools.

DISCORDANT IDOLS

IT WAS only a minor incident. It happened in a certain junior high school.

In one of the rooms a boy who sat near the windows objected to the sun streaming on his desk. He arose to draw the shade when the teacher stopped him.

"Sunlight is good for you," she said. "Don't you realize that they are prescribing sun baths for many ailments? The sunshine will make you healthy. Don't shut it out."

So the boy sat down and continued his ablutions in the golden rays.

Bells rang and the pupils proceeded to their next classes. The same boy sat in an outer row again, next a window through which the sun poured. He did not rise to alter the lighting but sat there, his books and papers before him on the desk.

The teacher said: "Why don't you pull the shade? It isn't good for you to sit in that glaring sunlight. You will ruin your eyes. See how the glare is reflected at you." And so forth.

"Well, that's funny," the lad remarked. "Miss So-and-so told me to sit in the sunshine and I was following out her instructions."

Teacher number two didn't say what she thought of Miss So-and-so, but one might have guessed. Perhaps a roomful did.

From a health standpoint which teacher was right? Probably the second one. Sunlight is desirable, in right amounts and right places, but not upon one's desk when one is studying. The first teacher was applying a rule unintelligently.

But what about these conflicting opinions of teachers? How do they affect the mind of the adolescent youngster?

The child in the lower grades is apt to believe that his teacher is omniscient. Her dictum is gospel. Last year's gospel has been largely forgotten. As for conflicts between the word of this year's teacher and that of one or both parents, any such conflict is quickly resolved by dismissal of parental claims to knowledge.

When the boy or girl enters junior high school, or any high school for the first time, and encounters several teachers each day, the contrasting viewpoints are bewildering at first. The alert mind of the pupil knows that two statements flatly opposed to each other cannot both be correct. One of the two must be mistaken. And crash goes the idol. Teachers as a group fall from their pedestals and are seen as ordinary human beings capable of being mistaken.

Principals might well point out to their pupils the value to them of meeting different personalities. Teachers, too, should be cautioned against stating as absolute facts what may be only guesswork. Even opinions reached by careful reasoning are, after all, only opinions, subject to change in the light of new facts.

The teacher who is always restrained, reasonable and fair, is likely to win the enduring respect of the pupils.

THE DRINK EVIL

YOUNG people of today are accused by some and acquitted by others in the matter of drinking. The fact is—if any of them are drinking—and we all know that some are—everything possible should be done to break them of it. Even more should be done to prevent the younger ones who are just coming along from aping their unexemplary predecessors, however few or many.

To the extent that prohibition has taken the emphasis off instruction in temperance, prohibition is a detriment.

Temperance instruction needs to be revived. Let it be "debunked," if it be at any point untruthful. But let the precise truth be taught.

This won't end drinking. It will only help to end it

Some day we are going to know a lot more than we now do about how to train the emotions and the will to pursue the course which the intellect knows to be right. When we succeed in doing that upon a large scale, the drink evil will soon cease to trouble us as a nation.

Anson W. Belding.

Associate Editor.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

VI.—THE NEW WATCHWORD—PROGRESS

TIME, change, immortality, Deity, humanity, childhood, the self—these have been named as the eight mysteries of the human understanding. They are conceptions with which the trained thinker is fond of wrestling. Every one of them seems to involve the idea of progress. While perhaps change is the central feature of the entire series, progress would seem to be the enforced conclusion.

Man never grows old so long as his mind remains young, and the secret of youthfulness seems to be the power and habit of growth, or progress. But, how may we plan a course of education so as to make youthfulness perpetual? What can be done to cause a fresh stream of ideas to flow through the mind? The foregoing questions, roughly stated, point the way to the line of discussion here to be considered; that is, to defend the thesis that progress rather than what we have conceived of as a goal, should be considered the true aim or watchword of learning. Running through the entire course of education, as we now present it to the young; and running through the sentiments, ideals and attitudes toward life of the adult masses, there is a marked tendency to think of some fixed goal to be reached and enjoyed as the fruits of endeavor. However, not the goal, but the pursuit of it; not to get, but to strive after; not to have, but to approach; not the end, the possession of a thing; but the practice, the experience of pursuing a thing; not to be, but to become—thus we might worthily suggest the educational definition here intended.

In other words, we have unconsciously wrought into our entire philosophy of education too much of the idea of "Heaven away off yonder." Not heaven, but the way to heaven, brings the satisfaction. Striving, learning, getting, experiencing—these constitute the very essence of life itself; they are examples of what might probably be designated as the durable satisfaction. Too often we have incited the young to strive for some fixed goal only to see them suffer defeat. We have set up an ideal of so much of educational advancement, so much attainment of social standing, so much massing of wealth, and consciously or unconsciously made the like of these the end and aim of endeavor. To reach this goal, you succeed, we have been wont to say. Not to reach this goal is your failure, we have likewise concluded.

Now, above all things else, there is a conscious purpose, implied or stated, in all this series of definitions of education, to bring in the idea of universality, "Whosoever will, may"—this idea is to be substituted for "Whosoever strives hard enough, may." This is to say, we are seeking a course of education upon which all may run with success; but success is progress. No one should be taught to expect to reach any fixed goal. As soon as it seems to be attained, the goal should vanish out of the mind of the learner, a new one having taken its place far in advance.

"Hurry, my child, hurry." "It will soon be too late." "Life is short." "If you do not get your lessons you will fail." "Unless you pass successfully through the school your life will be disappointing." "Get ahead so as to be able to retire and take it easy when you grow old." Thus we can easily recall the typical warnings and admonitions which were drummed into our consciousness during childhood and youth. What has it all amounted to? To what imagined heights has it carried us? What have we older members of society to show as a reward for these work-compelling fears and anxieties which were thus forced into our sub-conscious minds.

Again, what a massive volume of sordid accounts could be brought together should we but tell the story of the failures, losses, break-downs, and tragic endings of the members of common society who have been sacrificed through the disappointment of struggling for some cherished goal. It is held that this human wreckage could be largely avoided were children and youth taught how to enjoy life in its normal relations, rather than how to struggle for an impossible goal. "If it doesn't rain," "If I ever get through school," "If I can only get a start," "If I ever reach my goal—then I shall be happy." Thus deluded mortals all about us are intimating strongly the failure that certainly lies ahead of them, and the tragedy of some degree in which their lives are involved. Happiness—they have been taught to believe—lies way off yonder; but "way off yonder" never arrives.

"This is the day which the Lord hath made, we shall rejoice and be glad in it." In keeping with the spirit of this old scriptural phrase, we should teach children to live more happily with the present and to find enjoyment in the trials and strains of every-day life. Every day is a good day; every day is a "Lord's Day," in accordance with this sentiment. "I glory in my infirmities," said a famous writer of ancient times.

So the idea that progress is the great sustaining watchword of the ordinary human career, rather than a goal set up for mere attainment, might be exemplified at indefinite length. Now, another aspect of the problem of progress arises; that is,

the possible pain and disappointment of being stopped. What if one starts out to make progress the watchword of his entire career, and he finds that he can no longer go forward—what then? That is precisely where the new education should render the service. Ordinary school children can be taught, and should be taught, that there are usually half-dozen ways around a difficulty. Almost any serious human problem can be solved, and the side-stepping of one's difficulties proves to be in itself a valuable experience. In every grade of school the course of study should include much definite instruction intended to train the young to be courageous and optimistic in the solution of their own problems. The end of such instruction should mean a high degree of poise, and a frank disposition to meet the so-called trials and tribulations of human existence with a calm courage. So, one might imagine the teacher of a grammar school summing up the situation to her pupils about as follows:—

"Boys and girls, you are expected to find the happy side of everything that comes into your path. You will learn not to complain of anything; but will do the best you know how in dealing with the worst of things. Even when you seem to fail, you will not regard the matter as defeat, but as so much of another good lesson well-learned. All life is an interesting school. Hard work is a pleasure if you think of it as being pleasurable. Even disappointment nearly always has some kind of good reward lying just behind it. You all have life, which is endless with events, and which will bring you daily blessings; provided only that you look for the bright side of things. Decide that you will endeavor to keep going, and to get everything out of life that it holds in store for you."

But our educational system has been especially at fault in its attitude toward mature and advanced age. There has always been thrown out a very strong inference that the human career becomes tedious and uninteresting, if not of little worth, after a certain mile-post has been reached. Unfortunately we have omitted anything like a scheme of eternal progress for the earthly career. Unfortunately we have failed to make a program of progress and achievement suitable for the years after three score and ten. Practically everything is made out for the enjoyment of youth and young adulthood; practically nothing for the enjoyment of the aged grandparents. And yet, how comparatively easy it would be to plan as definitely a course of happy progress for all who are privileged to enter upon what we have unfortunately learned to think of as "the declining years."

A Definition of Failure.—We have here, therefore, a new definition of failure; that is, it is to cease to make progress. About the most deadly thing known to human existence, according to this theory, is to cease to learn—to attempt to stop all progress and merely enjoy what one has, to retire from business and merely live upon one's income, to fall into the control of a set of so-called good habits, which provide for merely keeping one where and what he is. The course of study in the public schools should give attention to this matter in all grades, and should slowly prepare the individual for avoidance of all the classes of failure just named.

Make out a program of education for training intended to assist life as eternal progress. Make it known to the learner that no amount of wealth can in any way be made a substitute for the necessary experience of new situations and the necessary inflow of new ideas and ideals. The progressive life must continue to re-define itself. A healthy life must be healthy first in mind, and then in body. Well-being always implies a project, something interesting and appealing to do, either a vocation or an avocation.

Vocation and Avocation.—The inference here is that what we have always regarded as of first importance; that is, the vocation, is rather more incidental. The avocation is to take the place of preeminence in the ordinary life. What we have always regarded as the "life work" is a misnomer. It proves to be at best a short-time interesting project. The real "life work" is the avocation, is that which entices the mind into new and fresh endeavors, is that which keeps progress alive. The child at play is dealing first-hand with a large interest; he is enticed by a project. This situation should be made the rule for all ages, and it should especially be provided for the periods we have thought of as retirement and old age. No philosophy of education should be considered satisfactory unless it provides for such training as will lead the individual to take up for his entire life career an ideal, and a program of eternal progress.

The home is the greatest institution in the world, and will always remain so. Its conditions have changed, and a home cannot function like the old-fashioned home with its old-fashioned family life. We must change to meet these conditions. The young people of today are doing most of our thinking.

Parents need to be educated. They must be big enough to cope with the situation. The young people of today are not the frivolous sort that some older people think they are. They are more serious about their future responsibilities, and think more in terms of home-building than any generation of the past.

—Mrs. S. M. N. Marrs, Austin, Texas.

High School Love

By ARTHUR DEAN, Sc. D.

How can teachers handle high school love affairs so that the students concerned will not be embittered? These affairs, of course, are quite common and often interfere seriously with students' work. That's where the faculty is concerned. While Gordon is apparently figuring out the necessary coefficients and exponents for the fourth term of a binomial, his mind is trying to settle the question: "When I take her home from the party tonight will she let me kiss her?" And some Mary is re-reading for the fourteenth time a note which was surreptitiously handed her by a boy one class higher.

Well, of course, this kind of application will never get Gordon or Mary very far along the road to an education.

What to do. What to do, there's the teacher's problem. One principal I know found a love letter written by a high school youth to a girl in the class. Now, folks, I ask you what would you have done? Yes, well, the principal didn't do that. Instead he read it before the entire school and named the boy writer. And he named the girl for whom the letter was intended.

Can you imagine how those two youngsters felt? Perhaps the girl hadn't yet received the letter. How dumbfounded or ashamed or even just plain angry she must have been when she heard her name dragged into this open court proceeding.

Should the principal have kept the girl's name a secret? Surely a girl is not to be blamed for a letter written to her about which she knows nothing. Or even if she had received the letter was she to be blamed for a letter she did not authorize the boy to write to her?

But never mind about these technical details. There is a bigger question: How should love affairs among students in high school be handled?

How about sympathetic understanding in place of ridicule and the substitution of healthy relations between the sexes for what is often looked upon as maudlin sentiment.

We have a school to educate. Isn't love a part of education? Surely the school is the one place in the community where boys and girls of different ages, races, creeds, heritages and environments are brought together for the formation of a citizenship which will live happily, honorably and efficiently together.

Instead of worrying about school love affairs and publicly reading school notes — an amazing breach of good taste — that principal should put the boys and girls to working together on school papers, school lessons, in craft shops, in laboratories, in the play field and in the social activties. See to it that wholesome rivalry is established between the sexes, that the boys learn to treat girls with respect and that girls learn self-respect for themselves.

And when little love affairs do come up tell the principal to be a little more sympathetic toward and understanding of their significance. A kindly smile, not necessarily of hearty approval, but just a plain ordinary smile, will be a thousand times more useful than platform sarcasm. And if a teacher sees a little love affair where the boy is doing better because of it — there are such cases — he might just whisper in the ear of the girl responsible: "That's a fine piece of work you are doing, Mary."

By all means let us realize that teachers who deal with biological urges should be trained to use pedagogical sense. Love makes the world go round.

Copyright.

The Passing of the Recitation

By V. T. THAYER
Ethical Culture School, New York City

ONE of the most interesting discussions at the Boston meeting of the Department of Superintendence last winter centred upon the topic, "Where Shall We Go for Our Educational Assumptions?"

Representatives of the history of education, educational psychology, educational sociology and the philosophy of education were present each to contend that his special interest was the sole legitimate claimant to the privilege of furnishing us with our basic educational assumptions. In each case these representatives were eager to describe the wide territories included within the domains of their subjects rather than to define clearly and definitely their peculiar nature and function. Thus history of education emphasized its philosophical and critical function, sociology its historical and psychological interests, psychology boldly laid claim to the entire range of educational theory and practice, and philosophy, interpreted as the critical attitude, likewise insisted that it alone can be the source of an intelligent educational program.

While this discussion was largely futile as regards immediate outcomes it nevertheless made clear to an unbiased observer that the debate was possible only because education is not a self-sustaining science. In order to progress in its own distinctive way it must utilize certain fundamental principles which it derives from other sciences. And since education is primarily an applied science, the condition of its advance is that it take over from related fields certain appropriate hypotheses. Consequently the question for educators is not so much "Where shall we go for our fundamental assumptions?" as it is "How critical and conscious shall we be of the assumptions which we utilize?"

How deeply indebted educational theory and practice have been to conceptions formulated in related sciences may be observed when we trace the origin of educational practices. Take, for example, the arguments used to emphasize the necessity for developing a junior high school program of studies which should adequately meet the needs of boys and girls of early adolescence. An examination of the educational literature of the period in which the junior high school originated will indicate that the advocates of this very significant reform rested their case largely upon G. Stanley Hall's conception of adolescence. But Hall's conception of adolescence as a distinct and unique stage of development, calling in consequence for a type of education that contrasts with all that precedes and follows, rests in turn upon the biological theory of recapitulation.

Again, our indebtedness to other sciences for our educational assumptions is made clear from an examination of Edward L. Thorndike's contribution to educational procedure. As the father of educational measurements he has introduced a very much needed definiteness into educational method. By insisting that learning reduces itself to the establishment of connections between situations to which we are originally sensitive and response units with which we are originally endowed he has subjected the learning process to a control that the recapitulation theory did not make possible. However, if one inquires where Professor Thorndike discovered that all learning consists of these definite connections he will not be told that it is confirmed by observation. It is rather an assumption derived from the Mendelian theory in biology. It is doubtful that Thorndike's S—R bonds are anything more than the psychological correlates of the unit characters which biologists some years ago assumed to reside in the germ plasm. With the abandonment of this biological assumption it will be necessary to scrutinize again the appropriateness of Thorndike's description of the nature of the learning process.

We conclude, therefore, that it is not of primary importance from what source we derive our educational assumptions. Obviously, we should draw them from any appropriate field. But it *is* tremendously important that we be conscious of the assumptions we use; that we accept them provisionally and critically; and that we make some effort to adjust them harmoniously to each other.

An illustration of the necessity for a critical and conscious acceptance of educational assumptions may be had by examining the various new methods of teaching with which progressive school teachers are required to come to terms. A survey of these methods will reveal the fact that they are at once responses to certain trends in psychology, sociology, biology, etc., and reactions against certain principles of procedure commonly accepted when the traditional recitation system originated.

The recitation method or group system instruction dates roughly, in this country, from 1800. For its general characteristics we must thank the monitorial system of instruction. Lancaster and his associates went about the business of analyzing out the essential steps in teaching, and devising manuals of instruction which the uninitiated, in the form of monitors, could use. It thus became possible to teach a group of children much as one would instruct a single individual. The whole purpose and plan of the monitorial procedure may

be summed up in the injunction to make ten little voices chirrup where one voice chirruped before.

Underlying this type of teaching, however, lay the psychological assumption that all minds are alike. This conception of the mind, says William James, persisted as late as 1863, when Fechner in Germany put forth experiments to indicate that people differ in their mental imagery. Before educators were impressed with the differences in children's minds the problem of getting children to learn seemed relatively simple. In so far as they actually differed *in practice* this might be explained by reference to defective will, innate depravity or the like.

A further assumption unquestioned when the recitation developed was the passive conception of learning. No one gave serious attention to the active nature of the child, except possibly to squelch it. Learning was not thought of as an actual reaching out of an organism for an appropriate environment. On the contrary learning, in its initial stages, was supposed to be entirely a matter of receiving impressions from an external world. Consequently it seemed perfectly natural to identify learning and the mastery of a textbook or the acquisition of certain adult skills and powers. One went to school to store his memory with useful facts, to train his reasoning powers, or to acquire certain skills which would enable him to function effectively in adult society.

This emphasis upon learning for adult effectiveness suggests a further conception of the school that dominated early teaching procedure. We refer to the conception of the school as a democratic opportunity to better one's station in life. This, in turn, reflected the individualistic character of our early democracy. The academy replaced the grammar school because the mercantile and professional classes desired a practical and a liberal education which the grammar school did not afford. In the same way, roughly about the time of Jacksonian democracy, the high school developed because the public demanded there be furnished at public expense to all worthy boys and girls the same privileges that the academy had hitherto given to relatively favored groups at private expense. No great revolution in the curriculum of the secondary school followed this shift in support until after 1890 or 1900. No demand was made that the school fit itself to the child. Schooling was still a privilege which one must earn. All might be free to attend school, but no one insisted that a silk purse be made out of a sow's ear.

As we look back upon the development of group instruction and the graded system we can now see in what ways these assumptions cooperated to place the seal of approval upon the recitation system. Perhaps it is fortunate that they did so, for it is inconceivable that even the generous impulses and creative imagination of our educational pioneers would have considered public education at public expense at all probable or feasible, had they appreciated, as we now do, the complicated nature of the educative process.

But if expressed and unexpressed educational assumptions gave character to early educational practices it is no less true that other assumptions underlie the proposed modification of these procedures.

This becomes evident from an examination of new methods of teaching such as supervised study, individual instruction, the socialized recitation or the project method. These so-called methods can be shown to be both reactions against certain characteristics of the recitation method and rather partial ways of realizing certain educational principles which have come into general acceptance since the origin of the recitation. In each case they make certain distinct contributions to educational practice and they suffer from the partial character of their theoretical basis.

Take first supervised study and individual instruction. It is no accident that these two procedures developed at the time when Herbartian influence secured a foothold in this country. Thorndike and the Herbartians were emphasizing the individual character of learning. In Thorndike's terminology, learning became a matter of establishing connections between specific situations on the one hand and specific responses on the other. When thus conceived educational emphasis shifts from the hearing of lessons to the processes of learning, and educators become concerned with the most economical methods of establishing desirable bonds.

In practice, however, both supervised study and individual instruction have ignored other equally significant factors in learning. Thus supervised study centres upon controlling and guiding the learning process but, in the form of the divided period, the most usual type of supervised study, it perpetuates the very type of lockstep procedure it professes to abandon. The assignments for the class are uniform, generally the study period is the same for all pupils, and the class hour is broken up arbitrarily into three parts; review and recitation, assignment, and supervised study. The results as indicated by investigations are: The poor pupils uniformly do better under supervised study and the superior pupils fare worse!

[To be continued.]

The good of travel lies in new experiences, new visions, new thoughts, new feelings, new associations, and new associates. —Charles F. Thwing.

Value of Foreign Travel

By LUCIA AMES MEAD
Boston

THE Carnegie Peace Endowment in 1926 embarked on a new policy which showed great enterprise and penetration in demonstrating how travel may promote international goodwill. It sent forty professors, chosen from colleges scattered throughout the country, and last summer forty editors selected on the same basis, for three months in Europe, to visualize post-war conditions there and to study at first hand the new and efficient agencies for creating a peaceful and organized world. These intelligent and experienced educational and editorial leaders, under the guidance of one of the trained officials of the Carnegie Endowment visited London, Paris and Berlin, The Hague, and Geneva, the great centres of international influence in Europe, making considerable stays in each place, received and cared for in each by the strong local friends of the peace movement, besides being welcomed by influential government officials. They were pledged to no particular doctrine and bound to no conclusion. They were told by President Butler when they started that in all this they were entirely free. The Carnegie Endowment simply wished them to keep the open eye and the open mind, and when they came home to say freely and frankly in their different communities, as opportunity served, what they thought of the international outlook and of what is being done in Europe to create a peaceful and more friendly world. This bold and broad effort on the part of the Carnegie Endowment was born of a true psychology. The road to friendship and goodwill toward all people is knowledge of them, of their life and ways, their interests and purposes; and the Endowment was quite sure that this educational tour would bring back all who took part in it with increased goodwill to the peoples whom they visited, as it carried to those new and striking assurance of American interest and goodwill toward them.

Few tourists travel with their expenses paid as did these professors and editors, and have such special opportunities to study the legal and political machinery of world organization. Fortunate is the tourist who can spend a few weeks at the chief centre of world activity. The meeting of the Assembly of the League of Nations in the beginning of September is preceded by summer schools in Geneva. Here one may come into touch with people of many countries, and if he understands French as well as English, he can enjoy valuable lectures by members of the League Secretariat and other specialists.

The writer was present at the first International Church Peace Conference, which met at Constance at the end of July, 1914, in the fateful days which marked the beginning of the World War and when we were shocked to learn that we had met twenty years too late. The hotel in which the conference met was created out of the very monastery where John Huss was so cruelly tried and condemned, near the place of his fiery martyrdom, now marked by a great boulder. As there we think of Huss, at Geneva of Calvin, so at Zurich we think of Zwingli; and Europe is dotted over with the sacred spots which are eloquent to the tourist with the reverent and religious mind.

Following the great Church Conference at Lausanne last year, two years hence a greater body will assemble at Geneva from all the ends of the earth to the Universal Religious Peace Conference, where Christian and non-Christian will be represented, and will study how to focus the power of religion on world friendship and co-operation.

Shakespeare and Milton belong as much to us as to England; and in Stratford and London we realize our possession anew. In this Bunyan year many an American will surely find his way to Bedford and Elstow, as Americans are always finding their way to Ayr and Alloway and Abbotsford. It is through the eyes of Scott and Burns that we see Scotland, and Carlyle's humble Craigenputtoch will be visited by the readers of Emerson and Carlyle. The cathedrals of England are the cathedrals of what Hawthorne so well called "Our Old Home." Canterbury is an epitome of English history; the noble cathedral of King Alfred's Winchester means scarcely less; and Lincoln Cathedral is especially eloquent to the American, for it looks down upon many of his sacred places. Thirty miles west is Scrooby, the cradle of the Pilgrim Fathers. Thirty miles south is Sempringham, the cradle of the Massachusetts Bay Colony. Thirty miles east is old Boston itself; and thirty miles north is Epworth, the home of the Wesleys. When the American kneels in the great congregation in Westminster Abbey or at the City Temple, or hears the sermon from their pulpits, he realizes that national divisions count for little beside the great Christian brotherhood.

The average tourist on a three-months' trip will, if it is the first one, hardly go to visit the Near East, or remain weeks in Geneva, as have those sent by the Carnegie Endowment for a special purpose. What can he do to promote international good will on a tour designed especially for recreation and general culture? It is, unhappily, quite possible to tour Europe and come home with minute knowledge about hotels and shops, operas and dinners, and with a head full of guidebook statistics, but with the mind empty of any new ideas or emotions which have en-

larged one's culture, freed one from prejudice, or given one respect for anything not measured in dollars and cents. The power of imagination and sympathy, together with some knowledge of historic background, and artistic perception are necessary if the wealth of beauty and human interest and the associations of the past which older lands offer can be absorbed and a valuable contact with human life be obtained.

The rapid standardization of fashions and customs is wiping out the picturesque costumes and quaint ways of living of former days. The Sunday rotogravure picture has made it impossible to surprise one with anything spectacular. The real surprises will come as one converses in out-of-the way places, and on the train, preferably in a third-class car, with plainly dressed folk, perhaps artists and scientists, about their everyday life and political and social outlook.

Here is the opportunity for the little courtesies and display of genuine human interest which, in a world which generalizes quickly from small data, may make in the aggregate either admiration or antipathy for Americans. One brings home from foreign travel little or much according to what one takes with him. If history and art have made him acquainted with the substructure of our civilization, mossy stones, broken columns, shattered pottery and stained manuscripts may bring far greater thrill than the most grandiose of modern structures. It is the human interest, the linking of our own lives with the millions in the past who have made our civilization possible, that stirs the imagination and makes one realize one's unspeakable debt to the pioneers and interpreters.

The tourist who is a "patrioteer" would do well to consider the words of Bishop Brent: "International affairs are just as much the business of the citizen as national affairs. Man's first allegiance is to mankind. . . . Patriotism comes as a second loyalty, to be checked, disciplined and determined by the first and great loyalty." Absorption in our own affairs, an exaggerated spirit of emphasizing rights rather than obligations, bluff manners, and the conceit that we have more to teach the world than to learn from it, are the besetting dangers of many Americans, who travel from a land where admiration for speed and wealth are dominant—a land that boasts more automobiles than all the world besides, and where bigness and cost too often seem the prime consideration.

Many a glance behind the scenes in Europe reveals much that we would do well to note. The woman with shabby gloves and a poor gown may put the American with command of only her native tongue to the blush, while she converses fluently in four or five languages. The Leipsic professor who climbs three flights to his simple apartment may have a knowledge of Rembrandt, or Bach, or Greek philosophy which puts him in a different world from the Babbitt who is amused at the bicycles which, instead of motor-cars, seem the common means of locomotion in a university town. Babbitt finds himself routed in a conversation whenever it goes far afield from "shop" or sports.

Art is a universal language, which unites all lovers of beauty and helps the club woman from Florida or Iowa, who has studied the history of art, to find kindred souls under the shadow of Nuremberg or Chartres. The student of civic conditions will observe how much our reckless civic authorities have to learn from Paris and Berlin in guarding the rights of citizens to air and space and sunshine. The well-prepared tourist will learn a hundred things that the unprepared one misses. Before starting he will acquaint himself with the great gatherings that are to be held, like the printing exposition at Cologne this year; like that each year at Grenoble, which brings together 1,200 people from thirty countries to study modern and classic themes. Last summer we attended the great peace festival in the Crystal Palace at Sydenham, where 5,000 highly-trained children sang noble music to 20,000 people.

Post-war suspicion is waning. Interdependence is the new, outstanding fact. Neighbors may be a world apart in thought. Tolstoi and Howells were spiritual brothers; and it is spiritual fellowship that makes the whole world kin.

Official Tours

to the

WORLD FEDERATION OF EDUCATION ASSOCIATION CONGRESS

meeting in

GENEVA, SWITZERLAND
July 26 to Aug. 3, 1929.

Approved and endorsed by

AUGUSTUS O. THOMAS, PRESIDENT
and the Travel Committee

7 Conducted Tours to choose from.
British Isles and Continental Tours.
Booking can now be made. Send for booklet describing in full the many interesting places included in these Tours.

Walter H. Woods Company
80 Boylston Street, Boston

What Should Normal Schools Do?

By H. A. BROWN
President, Oshkosh (Wis.) State Normal School

WHAT is a properly qualified faculty for a teachers college? Breadth of scholarship and extensive training in both academic and professional fields to the extent of a very high degree of mastery in a single specialty, on the part of the members of the faculty, is one of the chief standards by which to judge the fitness of an institution to give work leading to a collegiate degree. While the amount of graduate study done by members of a faculty is not always a sure criterion of scholarship and teaching ability, yet in general it is the best indication available of that breadth of scholarship which is essential in teaching work of collegiate level.

There is near at hand a very promising solution of the problem of securing persons of high scholarship who can also teach effectively. University graduate schools are beginning to put great stress upon the training of individuals of broad scholarship to be effective teachers. The recent announcement of the dean of the school of education of New York University is an example of a modern university graduate program of three years of study specifically pointed toward producing a combination of broad scholarship and ability to teach. The graduate program of the University of California, requiring two years of graduate study and four years of professional experience, and leading to the degree of doctor of education, is another example of a graduate program in which the emphasis is placed upon producing a skilled practitioner of education, who has both broad scholarship and ability as a teacher. It is becoming increasingly possible to find men and women of personality and native ability who have both the extensive scholarship produced by several years of graduate study and also superior teaching ability.

It can hardly be expected that members of a teachers' college faculty who have not studied beyond the degree which the school expects to give will be equipped adequately in point of scholarship to give work leading to a bachelor's degree. The minimum preparation now required for high school teachers is that they shall be four or five years ahead of the most advanced students whom they teach. If every member of the faculty of a teachers college had training equivalent to that required for the doctor's degree, they would still not be as far ahead of their graduates as is the faculty of a good high school. It surely is not too high a requirement to demand that every teacher in a state teachers college should have studied at least one year in advance of the degree which the institution grants and many, perhaps a majority, two and three years beyond that degree.

This will require that every member of the instructional staff of a state teachers college should have training at least equivalent to that required for the master's degree, and a good proportion training equivalent to the doctorate. It is difficult to understand how normal schools can maintain, or even establish, prestige as collegiate institutions unless this extended preparation is required of the faculties of these institutions. There are still many institutions in the field of teacher-preparation which are granting bachelor's degrees with faculties whose average amount of preparation is less than that required for the same degree, or no greater than that required of the graduates of the institution. This is equivalent to employing high school graduates to teach in high schools.

Teachers colleges are not the only institutions which today are struggling with the problem of securing better teaching, based upon broad scholarship. Nearly every type of institution of higher education is confronted with this very same problem. The following sentences taken from a recent report of the president of one of our leading endowed universities [President of Yale University, 1924-25, pages 13-14] define a good teacher from the point of view of a university president:—

"For undergraduate work we must have powerful and stimulating teachers, men who are thoroughly grounded in the subjects they teach, who are scholarly without being dull or pedantic, who can present their material lucidly, forcefully, interestingly, and who are, withal, men of culture and breadth of outlook, men who know much and sympathetically of fields other than their own. . . . Every teacher must be keen to advance to the more complete mastery of his own field, and, if possible, to add to its fresh and interesting material. No man who does not actively keep his scholarship living and advancing can avoid the dry rot which inevitably sets in after the first enthusiasm of teaching has worn off. . . . No institution which is content to man its staff with scholars of second and third rate can possibly maintain its prestige in the present and immediate future generation.

"There is no such antithesis between good teaching on the one hand and creative scholarship on the other, as is often supposed. . . . To suppose that a freshly baked doctor of philosophy is *ipso facto* equipped to teach freshmen is a tragic fallacy from which much suffering has resulted, but the contrary fallacy is, in the long run, often more fatal. To imagine that a man who has the trick of enthusiasm, who is amusing and possibly often, in a way, thought-provoking to a class of callow freshmen, will continue to display even

these qualities, to say nothing of any of a more substantial character, if he has not the ambition and resolution to be a scholar, is to turn one's back on oft-repeated experience, to enter into a peculiarly superfluous fool's paradise. Such men quickly run down, their jokes become stale with familiarity, the limitation of their learning presently undermines their prestige, and even their enthusiasm gradually oozes away, leaving disillusioned hacks, whose names are likely to appear for a long time on the salary rolls, but whose real value as teachers has long since passed. . . . We must seek and, so far as possible, must secure teachers who have the magnetic qualities which appeal to young men, but who at the same time are scholars by training and by ambition."

If these ideas apply to men who give undergraduate instruction in Yale University, may they not apply equally well to instruction in teachers colleges?

A Helpful Adventure

("An Adventure with Children." By Mary H. Lewis. The Macmillan Company, New York.)

Miss Lewis had an exceptional preparation for the creation of a fascinating adventure in providing the school essentials which a child needs and will enjoy in every stage of development, from six to twelve or fourteen years of age.

We first knew of her fascinating professional personality when in Brookline, Massachusetts, she so attracted the attention of those who were creating the famous Horace Mann School of Teachers' College, New York, that she was one of the early teachers in that unique demonstration of progressive education.

From the first she was a leader among the pioneers of educational modernism, which led some ardently aspiring parents to make it possible to give her every opportunity for an adventure along new trails into a better country educationally.

"An Adventure with Children" is the best story we have seen of the achievement year by year, through twelve years, in the demonstration of the possibilities of providing a "wholesome environment full of opportunities for meaningful work and interesting experiences," and meeting opportunity with responsibility at every turn of the path from kindergarten to high school.

There is no suggestion of propaganda for any strain of psychology, frill of progressionism, or freak of modernism. It is just a true-to-life story of the way in which year by year vistas led to visions, escaping all liabilities of a mirage which so often deludes educational adventurers. It is so wholesome educationally and so delightful in literary style that it deserves to rank with the few classic professional adventures.

Beautiful usable Music for Rural Schools

Swinging rhythms, galloping rhythms, lullabies, dances, folk songs, concert solos, story music, orchestras, bands—grouped in a single Unit (No. 1). Enough new Victor Orthophonic Records for a year's *beginning* in music appreciation.

13 *records*—77 *selections*

20 *lessons*

LIST PRICE $ 10.00

If you would select, out of all Victor music, the records you would want most for your rural school, they would probably be just these thirteen. For these are Victor Orthophonic Records, delightfully varied, with the beauty and freshness of presentation that can help rural schools so much. These records offer a way for pupils to know the instruments of the orchestra, some of the finest music of the masters—and to have true appreciation of music.

If you had the time, you could work out the lessons to include these records. But we assume that you haven't, so here are the lessons too. Twenty of them (which may be subdivided into thirty or forty if desired), cleverly devised for ever-increasing interest, enough for a whole year's varied pleasure in music. The booklet of lessons contains annotations on all principal selections. Order from any Victor dealer, or from us. Or let us tell you more about them.

Here are sample lessons

Mother Goose Party (20212). Children recognize the Mother Goose characters and raise hands when they discover them.

Memory Melody Cradle Song (Schubert) (20079). Show pictures of 'cello. See chart. Tell the difference between violin and 'cello. See back of chart.

Gavotte-Mignon (Thomas) (20443). Mignon is a story of a little girl stolen by gypsies. When she is grown, she goes to a village where a musical entertainment is being given, and there she finds that her father is a nobleman.

The gavotte is an old French peasant dance.

Class may raise hands when loud flute tone is heard.

The Educational Department

VICTOR TALKING MACHINE CO.
CAMDEN, NEW JERSEY, U. S. A.

Wanted—Examinations

By SAMUEL ENGLE BURR
Director of Research, Lynn (Mass.) Public Schools

WANTED.—Some new examinations for use in Public Schools. They must help us to measure the development of habits, attitudes, appreciations and ideals. They must be guaranteed to take a large part of our attention away from mere fact knowledge. Submit any suggestions to teachers who are more interested in the welfare of children than in the memorization of organized facts.

THIS appeal has not yet been inserted in the classified advertising sections of the daily newspapers. Perhaps it never will be published in that way. The reason, however, is not that the need for such examinations is lacking—it is rather that there is no one ready, as yet, to supply that need.

For centuries schoolmasters have been testing and examining. Testing what? Testing facts and more facts: What is the sum of six plus seven? What is the product of nine times three? Where is Timbuktu? Who was Florence Nightingale? How is ammonia water usually prepared? These and all the others are just tests of purely formal fact knowledge.

Sometimes the measuring process has gone farther and acquired skills have been measured, after a fashion: How to read, how to solve arithmetic problems, how to compose essays or poems, how to speak a certain language. Even these are hardly a very far cry from the testing of formal fact knowledge.

During the ages that such testing has been going on many educators have realized that the teaching profession has a contract which calls for much more than the drilling upon fundamental knowledges and skills, necessary as these things may be.

Real teachers, really deserving of this high calling, have known that facts in themselves are practically useless. Real teachers have touched a deeper faculty than mere memory. To them, the "recitation" has been only a small part of an entity, a means to a larger and finer end. Real teachers have been interested in how a pupil regards his fellow beings, and all the world around him. They have been interested in the ideals being formed while the facts have been learned. They have striven to develop attitudes and appreciations which would season and influence concrete situations today, tomorrow and in the years to come.

But they could not measure their success in these things. When reports went home to parents they dealt with the degree of mastery in the three R's. When schools and teachers and pupils came to be rated by anyone, rote knowledge of facts was the only basis of comparison.

At various times in the history of education there have been revolts against this over-emphasis upon factual knowledge. Perhaps it would be more accurate to say that there has been a continuous attack, by a small minority, against this position, throughout the whole history of education.

During the past thirty odd years this revolt has grown in magnitude and has taken three distinct courses.

First, there has been the development of Standardized Tests. These have been very useful, especially in helping to remove prejudice and personal bias from the list of factors influencing test results. They have made for greater interest on the part of this city or that, in the results being secured elsewhere. They have called attention to the whole measuring process and have emphasized not only its values, but also its detrimental features. Unfortunately, however, the things being measured have remained the same as before—fact knowledges.

Only in one particular has the standardized testing movement developed a new field of measurement. We are now beginning to be able to predict a person's chances for success or failure in certain general types of work, by means of ability tests which have been standardized chiefly by certain large industrial concerns.

The second development of the revolt which has been mentioned is illustrated by the changing "Report Card" which John or Mary carries home for mother's signature each month. Twenty-five years ago nearly all report cards had a column headed "Deportment." This was to allow the teacher to indicate her subjective judgment as to the child's general behavior.

Columns for "Deportment" are joining the Dodo in nameless oblivion now. In their place have arisen a multitude of columns with headings such as Helpfulness, Quietness, Neatness, Industry, Attentiveness, etc., etc., to the limit of the space available. These are to be marked by the teacher upon the basis of her all-wise subjective judgment.

The third phase of the revolt is the most radical. Up to the present it has fewer followers than the first and second, but they provide in enthusiasm what they lack in numbers. These abandon the whole matter of tests and measurements as such and proceed to carry on their work to the best possible ends, without worrying as to just what is being gained, or attempting to test it. But the world measures everything, in some way or other. Every action of our day is tested and is

compared with some other action, by someone. It is impossible to live in a world which is testing, examining, measuring and evaluating constantly, without taking part in the testing process. If it were not impossible to live without measuring, it would be inadvisable to do it so. And if we must measure in our school work let us try to measure the things which are worth while. Let us get away from the measurement of only fact knowledge.

Certainly we are making great strides in education today. The advances of the last quarter century have been phenomenal, even within the field of testing itself.

Objective standardized achievement tests, objective intelligence or ability tests, subjective measures of social attitudes are all excellent things having a real place to fill. All these have come about during the past twenty-five or thirty years. But this is not enough. Let us aim still higher.

Isn't there some way of focusing greater attention upon habits, attitudes, appreciations and ideals, without sacrificing the successful teaching of facts, knowledges and skills?

It would seem that the world at large attaches very great importance to those things which it can measure and test. It is willing to seek improvement in these things because it has a standard of comparison. Give us, then, new tests definitely covering the most worthwhile things. Give us new examinations—examinations which will test the finer things of life, objective tests which will measure progress toward improved ideals, finer attitudes, keener appreciations, perfected habits of behavior.

Let us learn how to measure these things. Give us objective standards of comparison for them. Let us no longer depend upon subjective judgment alone, in measuring them. Then the world in general will perceive their importance. It will demand greater attention for them. It will place higher value upon the attainment of them.

Autumn

By JOHN H. GARNSEY

When you light up your pipe and lie down by the fire
In the cool of an autumn night;
When there's nothing to worry and nothing to tire,
And the day has been running just right;
When the sob of the pines has sunk to a sigh,
And the voices of mankind are still,
When you're willing the rest of the world should go by—
Then the realness of life has a thrill.

You may climb to the top of the loftiest peak,
Or dive in the depths of the sea;
Over desert and jungle afar you may seek
Contentment, and long to be free;
But wrapped in the folds of the balsam-kissed air,
There is nothing that mankind can give;
And you breathe from your heart the wood-dwellers' prayer—
"O God, give me grace to live."

—Exchange.

DEAM-BEAR'S
SOCIALIZING THE PUPIL THROUGH EXTRA-CURRICULAR ACTIVITIES
(just off the press)

THE STONE ARITHMETICS
Adopted (1928) by entire State of Texas

STONE-HOPKINS-BROWNFIELD
OBJECTIVE DRILLS IN ARITHMETIC
Grades 2, 3, 4, 5, 6, 7, 8, and Manual

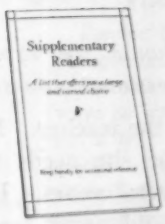
SHERIDAN-KLEISER-MATHEWS
SPEAKING AND WRITING ENGLISH
Adopted (1928) by California for grades three, four, five, and six
Books for grades seven and eight preparing

SHERIDAN'S REVISED MANUAL
SPEAKING AND WRITING ENGLISH
Now ready in new edition for teachers

Benjamin H. Sanborn & Co.
Chicago New York Boston

SUPPLEMENTARY READERS

Send for the Orange Booklet



57 titles are described, illustrated and professionally graded in this helpful little booklet
"A list worth having"

The books described in the Orange Booklet have many commendable features. Each title is a new or recent publication. Mechanically they set a new standard. Their prices are within the reach of all.

ONE OF THE NEW SERIES described and graded in the Orange Booklet.

THE CHILD'S GARDEN OF CHARMING BOOKS

A Child's Garden of Verses Little Lame Prince
Rip Van Winkle and The Legend of Sleepy Hollow
Æsop's Fables Jackanapes Dog of Flanders
Cinderella, Little Red Riding Hood, Jack the Giant Killer

Illustrated in colors. Reinforced bindings. Price $0.52 each subject to the usual school discount

THE JOHN C. WINSTON COMPANY
Winston Building Philadelphia
Chicago Dallas San Francisco Atlanta

School Problems

Edited by a School Executive

189. What do you consider some of the lines in which a high school principal can supervise his teachers' work? (Ohio.)

A high school principal can guide and direct his teachers irrespective of their subjects in those fundamentals common to all good teaching. First there is the classroom atmosphere, which should be sympathetic and inspiring, and much of which comes from the teacher's attitude, her evident desire to help each pupil according to his needs, and from her radiation of all that is fine and joyous. Second, productivity; he must help her to get each pupil to produce according to his ability and to keep all the pupils busy all the time. Thirdly, there is the matter of teaching technique. While every subject has its particular technique there are general principles in teaching techniques which apply to all subjects, such as motivating the work to the best advantage and having your pupil see something of the goal before he starts. He should never work blindly. He should, if possible, see a use and purpose in every step he takes. Then a principal knows proper procedure when he sees it. For example, the use of drill procedure in French literature is just as fundamentally wrong as it would be in English literature. And a boy must think and feel in Latin, or the performance is dead and the time wasted.

The principles of supervision in a high school are just the same as many of those in a grade school, and it is a matter of study and application of these principles for the high school supervisor.

190. How often should we expect a teacher to take a professional course? (Indiana.)

That depends on the teacher. If she is a young, green teacher maybe she needs to keep right on taking them for several years. If she is the kind who takes courses and never sees any connection between them and her school work maybe she had better save her money. If she is the kind who takes them every summer, perhaps she needs to spend her money for a few good clothes, go to an up-to-date hotel and get a couple of first-hand thrills for a change and get a little more up-to-date socially.

I know some places favor teachers taking a course in something once every three years, and feel she cannot keep up to date on less. Well, that works all right for a great number, but you cannot make a blanket rule without injuring quite a few. Some teachers are pressed with family cares or some burden taking all their money for a time and the added expense of course cannot be met. Old ladies, I mean old in spirit not in years, should not be forced to take courses just as they are nearing retirement.

To keep alive professionally we must all study all the time through courses, reading, travel, or otherwise. Courses direct and require the reading or experiment, which is their greatest recommendation. But each teacher is an individual case, and should be judged and advised as such.

191. How much home work should be required in Junior High School? (Oregon.)

The ideal situation is to have a day long enough to do all the work in school and have no home work. This is possible in a seven-hour day, and perhaps under fine conditions successful in a six-and-one-half-hour day.

On a five-hour day basis I believe one-half hour in the seventh grade and one hour in the eighth and ninth grades is enough. I know many schools require as much as two hours a day home work, but that is not only unnecessary but harmful and unfair. It cuts into the pupil's play time, family life time, and often teaches him to dawdle by giving him more time than he needs. Supervised study and co-operative procedure in class periods is possible in a five-hour day. The habit of intensive work can only be acquired under directed learning in this fashion. No home work in the elementary grades, from one-half to one hour a day in the junior high, and from one and a half to two hours' home work in the senior high is my belief in public schools.

192. Why are teachers poor mixers outside their own group? (Texas.)

"Outside their own group"? I never noticed that those who were very poor mixers outside their own group were very fine mixers within it. There are several reasons. They get little social practice in mixing. Their salaries have not permitted much travel in the past, but they are coming, and they have an inferiority complex which sometimes demonstrates itself in a superior, last word autocracy that does not make them popular. They talk shop too much sometimes.

My question is: What are we going to do to help them? First, stressing the human side of teaching is helping. They begin to feel more and express their feelings, which means they are more likable, more lovable, more popular. They get a desire for approval which makes them more sympathetic. Sabbatical leave, visiting, rest rooms, club houses, better salaries all help them to be more like real folk socially. Membership in outside clubs is doing much for us and should be encouraged more.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The World

Richard Realf

O Earth! thou hast not any wind that blows
Which is not music; every weed of thine
Pressed rightly flows in aromatic wine;
And every humble hedgerow flower that grows,
And every little brown bird that doth sing,
Hath something greater than itself, and bears
A living Word to every living thing,
Albeit it hold the Message unawares.
All shapes and sounds have something which is not
Of them: a Spirit broods amid the grass;
Vague outlines of the Everlasting Thought
Lie in the melting shadows as they pass;
The touch of an Eternal Presence thrills
The fringes of the sunsets and the hills.

How lovely is the thought the poet brings to us. Like the "humble hedgerow flower" and the "little brown bird" it has within its lines "something greater than itself." It is truly "a living word to every living thing" and "holds its Message unawares." For whence comes this message? Can it have risen out of the earth of itself? We see the rocks lying where the forces of nature left them. They never move nor speak nor sing. Nothing arises from within them to delight the eye, but man, with a body composed of the same elements as the rocks, gives forth a loveliness that speaks of an inner power. Man's thought is the mightiest expression of this power on earth. It catches at the feet of the Great Father as He passes by. It translates the music of the spirit world into the symphonies of earth; it ennobles or debases everything that is and is itself ennobled or debased in accordance as it is good or bad.

Most delightful, therefore, are the poet's words, for they gladden life and fill the heart with hope by lifting up the eyes of men to be a joyous witness as

"The touch of an Eternal Presence thrills
The fringes of the sunsets and the hills."

The Tongue

Today I am going to present a little poem. It is not a wonderful poem, but it tells a wonderful truth. It shows, too, that mankind everywhere has learned by bitter experience how much joy or sorrow flows from the human tongue when it is rightly or wrongly used.

THE TONGUE

Anon.

"The boneless tongue, so small and weak,
Can crush and kill," declared the Greek.

"The tongue destroys a greater horde,"
The Turk asserts, "than does the sword."

A Persian proverb wisely saith:
"A lengthy tongue—an early death";

Or sometimes takes this form instead:
"Don't let your tongue cut off your head."

"The tongue can speak a word whose speed,"
Says the Chinese, "outstrips the steed";

While Arab sages this impart:
"The tongue's great storehouse is the heart."

From Hebrew wit the maxim sprung:
"Though feet should slip, ne'er let the tongue."

The sacred writer crowns the whole:
"Who keeps the tongue doth keep his soul."

The Kingdom of God

Francis Thompson

O world invisible, we view thee,
O world intangible, we touch thee,
O world unknowable, we know thee,
Inapprehensible, we clutch thee!

Does the fish soar to find the ocean,
The eagle plunge to find the air—
That we ask of the stars in motion
If they have rumor of thee there?

Not where the wheeling systems darken,
And our benumbed conceiving soars!
The drift of pinions, would we harken,
Beats at our own clay-shuttered doors.

The angels keep their ancient places;—
Turn but a stone and start a wing!
'Tis ye, 'tis your estranged faces,
That miss this many-splendored thing.

When Francis Thompson wrote this beautiful poem he did not expect that it would be read to boys and girls. Because it is so very beautiful and so rich in wonderful lines I am going to reword it so that all may understand. The kingdom of God is all about us; we cannot see it, yet it is ever before our eyes; we cannot touch it with these fingers of ours and yet there is not a moment when we do not feel it about us; we cannot know its mysteries and yet our soul is satisfied that it exists; we cannot enter into the glory of it and yet we hug the thought of it to our hearts.

As the ocean is everywhere about the fish and the air all about the eagle soaring on its silent wings,— so is heaven about us. We need ask no one whether he has heard a rumor that God exists. How foolish we all are! Not afar off in space, so far away that our minds cannot make the journey, do we find the drift of the Almighty Wings, but here, on this earth, in our own minds and hearts.

"The angels keep their ancient places." Things do not change with God. The flower, the bird, even the stone is His message to us, telling us that He lives. The fault is never with the Perfect One. It is we who turn our faces to one side and "miss this many-splendored thing."

The Poetry of Li Po

Twelve hundred years ago Li Po, the greatest of the Chinese poets, lived and wrote his lovely verses. In many ways he was a remarkable spirit. When but a boy of ten he could read the works of the old masters and write poems of his own. Strange tales are told of him, how in his youth he and a friend went up into the mountains of Min and kept strange birds as pets, treating them so kindly that at feeding time they came from far and near and settled on their hands; how, when he was condemned to death, a great popular hero came to his rescue and saved him by trading as a ransom his own rank and title. In Li Po's love for the beautiful things in nature may be found the secret of most of his wonderful verse.

"Why do I live among the green mountains?" he asked.

"I laugh and answer not. My soul is serene,
It dwells in another heaven and earth belongs to no man,
The peach trees are in flower, and the water flows on . . ."

Copyright, 1926, by Joseph B. Egan. All Rights Reserved.

Close your eyes now and catch the glory in the following four lines:—

"Blue water—a clear . . . moon.
In the moonlight the white herons are flying.
Listen! Do you hear the girls gathering water chestnuts?
They are going home in the night, singing."

With your eyes still closed try to catch the picture in this wonderful description of a waterfall:—

"Lo, the long stream of water hung up yonder."

Can you see with your mind's eye the glory of this little scene?

". . . already in the autumn wind the leaves are falling,
The yellow butterflies of October fluttering in pairs over the grass of the west garden."

How much do the following few words tell:—

"We burst into a valley—into the light of a thousand flowers."

and again,

"The glory of trailing clouds is in her garments,
And the radiance of a flower is on her face."

Wonderful yet miserable Li Po! The beauty of his great spirit was dimmed by his love for wine. The story of his death, whether true or false, contains a great symbol of much that happens in this world. Li Po, so the story goes, went out sailing on the river near his home. He was drunk. He saw the golden circle of the moon shining under the prow of his boat. He reached out his arms as though to grasp it, lost his balance and fell into the water and was drowned.

Barter

Life has loveliness to sell! As we look about us on a beautiful fall day a world of loveliness seems ours for the merest taking. A frost-touched maple lifts up its thousand candles of delight,—a glowing candelabrum on a sturdy purple stem; a cloud sweeps on like a full-sailed ship freighted with all the golden fleece of a perfect sunset hour; a Bob-white calls from pasture bar and the silver of his voice is free and wild and is given in overflowing measure to the gladness of the world. How then can the poet sing, "Life has loveliness to sell," when all such glories are golden treasure in a great chest over which guards no lock nor key? The poet is right nevertheless, for she sees with an inner light what is hidden from the rest of us. Yesterday I saw a man go down a golden lane. His eyes were on the earth and saw, therefore, none of the glories that surrounded him. In the midst of beauty he was poor, indeed, because he had nothing within his soul with which to buy the loveliness of things. The price we pay for beauty is the coin of our own understanding joy; such coin is minted in our own imaginations and stamped with the solemn seal of love and spent with care and thoughtfulness for all the good things that we wish. Who buys the flaming torches of the maples by the winding way, pays for each leaf and stem with a million precious coins of understanding love; who owns the argosies of the sky, the sunset-laden clouds that sail so gloriously into havens far beyond the eye, has purchased ship and sail and cargo-gold with a treasure that love, only, can mine and mint. And so, "Life has loveliness to sell," and poor, indeed, is he in love and understanding eyes, whose soul can find no purchase price.

BARTER.

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold,
And for your spirit's still delight,
Holy thoughts that star the night.

—Sara Teasdale.

TEXAS

(The largest single adopting unit in America)

UNDER THE INSPIRING LEADERSHIP OF HER GREAT GOVERNOR, DAN MOODY

HAS JUST ADOPTED THE STONE ARITHMETICS

for grades three to seven inclusive

Would you like to see the Texas brief,
setting forth the reasons why?

BENJ. H. SANBORN & CO.

CHICAGO NEW YORK BOSTON

EDUCATION IN ACTION

Fires School To Hide Rating

A fourteen-year-old Brooklyn, N. Y., boy recently confessed to setting fires in two classrooms and the principal's office of the public school he attended to destroy records showing he had received low marks and played "hookey." An investigation was conducted immediately by Principal John J. McDonald to determine if the plot was successful and how many other youngsters with low marks may have benefited temporarily. While several firemen were fighting the flames in the principal's desk, fires were discovered in two rooms on the top floor. Here, too, drawers had been pulled from desks and piles of record cards set afire on the floors. It didn't take long to arrest the guilty boy and to secure his confession.

Platoon System Found Superior

Since many requests for information in regard to how platoon school pupils compare with non-platoon school pupils in academic work have been received, the Bureau of Education has made a point of collecting information on this subject. Information received shows that in all cities where educational tests have been given comparing the work of pupils in academic work in platoon schools and in non-platoon schools, the standing of the platoon school pupils in academic work is equal to or superior to that of the pupils in the non-platoon schools. At the present time there are 148 cities and two counties in thirty-eight states in the United States which have one or more schools organized on the platoon plan. The first work-study-play or platoon schools were started by Superintendent William Wirt in Bluffton, Ind., in 1902, and in Gary, Ind., in 1907. There are at present over 850 platoon schools in these 148 cities.

T. P. Hackard Heads Teachers of Maine

At the annual business meeting of the Maine Teachers' Association in Bangor, officers for the ensuing year were elected as follows: Thomas P. Hackard of Houlton, president; E. L. Toner of Rockland, vice-president; Adelbert W. Gordon of Augusta, secretary; Charles Snow of Fryeburg, treasurer; executive committee: Arthur W. Lowe of Portland, Miss Mary Carroll of Auburn, George Beard of Bar Harbor, Superintendent H. C. Hull of Saco. Under the new constitution as adopted at the meeting the officers will hold office for the entire calendar year instead of from October as before. As a compliment to the retiring president, E. E. Roderick, a life membership in the National Teachers' Association was voted.

Entire Family At New Hampshire U.

According to O. V. Henderson, registrar of University of New Hampshire, Mr. and Mrs. Willard Cummings, Colebrook, N. H., hold the record for University of New Hampshire families, having sent all of their family of seven to this institution. George and Walter enrolled in the College of Agriculture in the class of 1905. Charles graduated from the university in 1917. In the class of 1923 Clarence and Wilbur graduated from the College of Agriculture. Clarence is now head master of Austin Cate Academy in Strafford. The first girl of the family to enter the university was Flora, who graduated in 1920. She is now a teacher in the Lancaster high school. The only representative of the family still at the university is Mary, a sophomore registered in the College of Liberal Arts.

Married Teachers Resolve Defeated

The long debated resolution of Thomas J. Leonard to have all the married women teachers in the schools of Nashua, N. H., dropped from the list at the opening of the school year next September was defeated by the board of education following a lively debate. Only Mr. Leonard voted for it. He charged inconsistency in that a teacher under contract getting married lost her position automatically while married teachers are retained.

Rougin' Now Fourth "R"

To the three "R's" there has been added a fourth, and it now is "Readin', 'ritin', 'rithmetic and rougin'." The course in the art of make-up has been installed in Chicago continuation schools with the approval of the board of education. "Since the girls simply will make up," explained Miss Nellie Ryan, principal of the North side continuation schools, "we have decided to try to initiate them in the correct and artistic application of make-up." The first lesson started with soap and water. There was a facial massage, an ice rub, the laying of a cold cream powder base, and then instruction on how properly to apply the powder. Use of the lipstick was discouraged, but rouge is sanctioned. More than 9,000 working girls and boys are enrolled in the continuation schools.

Warned Students On Loose Living

President M. Lyle Spencer of University of Washington has warned 2,500 members of campus organizations that drinking and gambling practices, if they exist as reported to him, must stop at once or drastic action could be expected. The president said one of his sources of information had suggested Federal officers be invited "to clean up" the campus, and one prominent business man had offered to pay for such an investigation. The president revealed that revocation of charters of fraternities and sororities had been proposed.

Universities Have Many "Day Hoppers"

Each day thousands of students come pouring from all parts of New England to attend classes in Boston schools and colleges. An indication of the extent of this daily exodus of students into the Hub has been made at Boston University's college of business administration where statistics have been compiled on the commuting situation. In the first year class of the Boston University college alone, more than a million miles are covered yearly by "day hoppers," who attend classes in the city during the day and return to their home towns each evening. In just this class, eighty-nine towns and cities of New England are represented by the commuting students.

High School Lingo Translated by Paper

"The high school campus has its own lingo," according to the Megaphone, published by the Northeast high school of Philadelphia. Many slang phrases used in expressions of high school students may be explained as follows: "To be 'laid an egg' is just another way of saying 'somebody has played you for a fish'; or that you have been the proverbial 'goat.' 'Hitting the books' means to study hard. 'Babe' is a beautiful young lady of demure ways. To 'cream an examination' is to get everything correct. 'Plenty' is a substitute for 'very,' and may be used as 'plenty hot.'"

Harvard Student Guards White Mice

So varied are the requests received at the Harvard University Student employment office that Harvard men would need almost to be of universal talent to satisfy these demands completely. Ventriloquists, sleight-of-hand performers, and experts in jiu-jitsu, are only a few of the special artists sought of W. W. Daly, the director of the Harvard bureau. Requests for expert accountants, advanced Greek scholars, experienced house painters, furnace men and life guards help to swell the lot of possible employments for the Harvard man who needs a little spare cash. But by far the most unusual job which the Harvard people have found for a Harvard student was acting as attendant to a flock of white mice used for experimental purposes in the Harvard Medical School.

Flapper Extinct In College Circles

Mrs. Dorothy Bryan Dench, a member of the staff of the University of Pennsylvania and an executive of the university's Christian Association, is a vigorous defender of college girls. "The flapper type, if ever it existed among real college girls, is extinct," Mrs. Dench declared. "College girls do not drink, and smoking no longer has any temptation for them. They are not foolish. The college girl of the small-town type may do a little drinking, but it is conspicuous by its absence among college girls in the large cities. There is no truth in the contemptible whisper or shout that college girls, and particularly the fraternity and sorority girls indulge in intemperance. Criticisms of students on the ground that they are godless, irreligious and irreverent are without basis in fact, I have found," she asserted.

Mexican Teachers Can't Change Tunes

Popular Mexican songs which are sung in the public schools of the country must not be altered in any way, it has been ruled by the Department of Public Instruction. The order is the result of a practice that has increased among the teachers, it is explained, of adopting new words to the popular music. This is considered a violation of the copyright laws.

Course in "Mopology" At U. of Cincinnati

A course in "Mopology" will be offered at the University of Cincinnati if the recommendations of Dr. Harry S. Ganders, professor of education, are followed. He proposes a training class for school janitors and engineers, which, if begun, would be the first in this section of the country. Dr. Ganders maintains that no one except the principal has more influence over the physical well-being of the school children than the janitor, which he gives as a reason for the desirability of establishing such a training course.

Riots Shut Hungarian Schools

A government order closing four universities, a bitter parliamentary debate ending in a challenge to a duel, 140 arrests and numerous minor casualties were the results of renewed anti-semitic riots in Budapest, Hungary, recently. The order closing the four universities will be effective until after an official investigation has been completed. The outbreaks among the students started when they alleged the government was foisting upon the institutions a greater proportion of Jewish students than was allowed by law.

Parents' Education Stressed in Report

Continued expansion of the classes in child study, held among the 19,000 members of the Massachusetts Parent-Teachers Association during the last year, was one of the earliest recommendations to come before that organization at its nineteenth annual convention in Boston. Reports on the child-study classes held throughout Massachusetts during recent months, delivered by Mrs. Edwin R. Fiske and Mrs. Ada L. Weber, field secretaries of the association, indicated that in addition to improving the care of children through the education of their parents, a large part of the 6,000 increase in membership is probably attributable to these classes.

Princeton Raises Faculty Salaries

More than 100 members of the Princeton University Faculty have received increases in salary during the past year. The new scale of salaries gives a salary range of $6,000 to $9,000 for professors and will affect over 100 members of the Faculty. The range for associate professors will be from $5,000 to $5,750, affecting over forty teachers. More than sixty assistant professors will have salaries ranging between $3,000 and $4,250 under the new scale, while near ninety instructors will have salaries amounting to from $1,800 to $2,750 when the fund is completed. The old salary scale averaged from $2,000 to $500 less than the new scale. Dr. John Grier Hibben, president, states that there was no prospect of completely putting the new scale into effect until the Graduate Council completed the drive for $2,000,000 which is now going on and guaranteed an annual sum of $100,000 until the entire fund was placed at the disposal of the university.

52,468 Living Harvard Sons

A recent tabulation of the total number of living Harvard alumni revealed that there are 52,468 Harvard men known or believed to be living. There are 15,863 Harvard men in Massachusetts, exclusive, of course, of the students themselves. New York ranks second, with 7,652, of whom 4,806 live in New York City. Eighteen hundred and twenty-five are residents of foreign countries, practically every country on the map being represented. And 3,238 are classified as "lost alumni," men who have temporarily disappeared from the alumni records, but who are believed to be still alive.

Club Colleges For Socially Inclined

The establishment of at least two large "club colleges" somewhere in the East, preferably near to New York, for use of men and women attending college merely for the social activity, was advocated by Dr. J. Edgar Park, president of Wheaton College, picturing the unreal and real in education in an address at the eightieth annual session of the Norfolk County Teachers' Association in Boston. He declared there are many young people going to college who are not interested in college. These club colleges would enable young people to meet one with another in nice, comfortable quarters. There would be nice clubrooms instead of libraries and classrooms to be found at college. At the same time he suggested that this would be a good money-making proposition. As to equipment, he recommended a repair shop for broken-down automobiles—a common experience among students—with connection for bootlegger service, a hospital and a good morgue. Thus, he pointed out, would the undesirable element be drained from the colleges where classrooms and libraries still exist and a start made to have the colleges of the country go back to the standards they once held to give a liberal education to really ambitious and honest students.

Wm. B. ITTNER, Inc.

ARCHITECTS

A record of achievement.

430 Schools in
105 Cities and Towns in
28 States

St. Louis, Mo.

TREND OF THE TIMES

New York's Newest Hotel

The Piccadilly

227 WEST 45TH STREET
At Broadway
NEW YORK

Adjacent to Every Activity. 600 Bright Sunlit Rooms. Each with Bath, Electric Fan, Ice Water.

Single Room and Bath $3.00
Double Room and Bath $4.50

Exceptional Restaurant and Luncheonette Wire at our Expense for Reservations

F. D. SOFIELD
Managing Director

CANTON, China, now ranks with the great inland seaports of the East. Pearl river, on which Canton is situated, will be deepened by American engineers so that ocean-going vessels may reach the city. It is estimated that about a quarter of a million Cantonese are housed in the boats on the Pearl and in the canals through the city. Some boats accommodate three to four families as well as their flocks of chickens, geese and pigs.

ALCHEMIST'S laboratory contained very little besides a charcoal fire made to burn by an old-fashioned foot-bellows, retorts, test-tubes and beakers, and a mortar and pestle. Today the chemist has vacuum pumps powerful enough to remove all but a few of the millions and millions of air molecules contained in a vessel. He can measure temperature down to one-millionth of a degree and weigh quantities down to one-millionth of an ounce.

NEGRO SPIRITUAL has, in late years, become part of our general, if not of our sacred, literature, as expressing the emotions and longings of a race physically limited by the civilization of the day, declares Professor Frederick Hall, director of music of Clark University. It is because of its appeal to all human emotion that has not been alloyed with the materialism of a succeeding civilization that it has been taken over in our song and story.

RADIO BUREAUS of the national political committees have expended more than $1,250,000 in the recent campaign. The Democratic National Committee announced that it had spent $600,000 for political radiocasting, and the Republican committee reported the same expenditure. Radio bill of the minor parties was but a few thousand dollars. Radiocasting cost about one-seventh of the respective campaign funds.

DIVORCE has proved so popular under the law in England forbidding newspapers to publish court details that the president of the high court in London has been compelled to appoint two assistants for the Michaelmas term. There are 800 divorce actions filed for hearing during the two-month Michaelmas term, an increase of 300 actions over the last term.

DR. EINSTEIN, surprised in his study by a newspaperman who sought the doctor's views on another matter, declared he was near a discovery of far greater moment than relativity. Pressed for an explanation, Dr. Einstein declined to give details of its nature for the present.

INSURANCE on American lives has practically tripled since 1918 and now reaches the stupendous total of $90,000,000,000, with 62,000,000 persons, or more than half of the country's population, insured. Three reasons are given: First, the Government's war risk insurance plan; second, the war-time influenza epidemic which brought home the need of insurance to thousands of families; third, the post-war increase in wages and incomes which permitted a large new class to buy insurance at a time when the necessity was most clearly recognized.

EXCAVATIONS at Folsom, N. M., indicate the existence of man in America from 15,000 to 20,000 years ago, according to Barnum Brown, paleontologist of the American Museum of Natural History, who headed the work. The Folsom discovery carries back the record of prehistoric man in America many thousands of years further than any previous research of equal scientific authenticity, but does not take it back as far as prehistoric man in Europe and Asia.

THE WORLD is going around faster than its regular speed of twenty-four hours a day, according to calculations presented the American Association of Variable Star Observers by Ernest W. Brown, Sterling professor of mathematics at Yale University. These calculations were based on 340 observations in 1927, taken all over the world, of occultations of the moon, that is, of the obscuring of stars when the moon passed in front of them.

"HOUSEHOLD EMPLOYEE" is the term recommended in place of "servant" or "maid," by a conference of national experts and representatives of interested organizations at the Bureau of Home Economics that met to promote better relationships between the home-maker and her employees. It was agreed that the employer-employee relationship in the household should supplant the mistress-maid relationship, and that this relationship should include agreements as to limitation of working hours.

The BOOK TABLE

DIFFERENTIAL ASSIGNMENTS IN CLASSROOM MANAGEMENT. Three Large Student Exercise Tableaux. Forms A-B-C. By E. M. Paulu, Professor of Education, State Teachers College, Aberdeen, South Dakota. Perforated Tablets, 8 by 11 inches. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

These Differential Assignments in Classroom Management are in the modern form for student use. This makes possible a personality treatment of individual students entirely different from study from a book. They are adapted to the modern method of study in class work. There is a directness of contact, first, between the student and the special lesson of the day, and secondly, between the student and the instructor. It makes a lecture method utterly impossible and it is equally successful in destroying any tendency to memorize the textbook. It promotes student activity and creates achievement.

THE ROAD TO CITIZENSHIP. By Frances Ross Dearborn, Indiana State Normal School, Terre Haute. Illustrated by Maurice Day. Cloth. 154 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A successful school book in this day of a vast number of new school books every year must have a personality, which means that it must be as good as any book was a few years ago, and better in some ways than any other book of the class now is.

Here are some characteristics of "The Road to Citizenship." In every chapter there are questions like these:—

How can you help in making your home a nice place in which to live? In making your mother's work easier? In making your clothes wear longer? Can you tell what makes a game a good game? What makes a story a good story? What makes a joke a good joke? What makes a boy a good errand boy? What makes a school a good school? What makes a child a good playmate? What makes a boy an honest boy? What makes a girl a generous girl? What is a good job of dish-washing? What is a good job of setting the table?

What does it mean to be fair in play? To be slow to anger? To keep your word? To work while you work and play while you play? To watch your step?

Can you be trusted to get some groceries? To sweep and dust a room? To get ready for school by yourself? To take care of your dog or cat or bird? To let other people's things alone? To be ready for school on time?

STORIES OF WESTERN PIONEERS. By Herbert Bashford. Cloth. With Portraits. 149 New Montgomery street, San Francisco: Harr Wagner Publishing Company.

Mr. Bashford has presented the story of these fifteen famous American pioneers with the significant and characteristic features in the pioneer spirit, eliminating all non-essential and diverting by-paths. He magnifies the adventures of Joaquin Miller, Bret Harte, Thomas Starr King, Mark Twain, John Muir and John Swett, giving them the halo so long enjoyed by Kit Carson, John C. Fremont, Ezra Meeker and Meriweather Lewis and William Clark.

CIVILIZATION IN EUROPE. Part I, Ancient and Medieval Times. Part II, Modern Times in Europe. By J. Solwyn Schapiro, Ph.D., and Richard B. Morris, both of College of the City of New York. Cloth. 738 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Nothing is less understood than civilization. The story of Noah's Ark is one of the most beautiful stories of civilization that has been written. None of the domestic animals of any time in history were domesticated since civilized people were upon earth. The tabby cat could never have been developed by any of the wild members of the cat tribe by a civilized people. The ark was the first appearance of land upon the globe, and civilized families had all wild animals domesticated upon this land that rose above the water.

"Civilization in Europe" demonstrates delightfully that European civilization has been entirely different from civilization in Asia or Africa. It has always been as different from any older civilization as life on this little earth is different from life on any other known planet, and it is highly important that children and their elders should realize and appreciate that American civilization is the extension of European civilization.

There is a significance to our inheritance of civilization which could never have been appreciated but for the World War and the subsequent international relations.

A history of civilization is radically different from natural history, military or political history, and this discriminates critically between a history of European Civilization and all other history. It is among European histories what the "beam" wireless telegraphy is to all previous wireless telegraphy. Like the "beam" message it goes straight to the amplifier, even from London to Australia, without losing a wave note on the way.

TRAVELS OF SAMMY THE TURTLE. Told and Illustrated by Marion Bullard. New York: E. P. Dutton and Company.

Literary ingenuity has struck an entirely new pace in children's books in 1928, and there has been nothing more bewitching by way of newness than "The Travels of Sammy the Turtle."

When Sammy the Turtle found himself on his back and that he couldn't turn over like a frog he wondered why a turtle was like a pie with a crust on both sides. He did not see why a turtle should have a roof over his head and a floor under his stomach. He didn't see why he couldn't get out of his shell as the snail did; why he couldn't change himself as the caterpillar does. So he walked right out of his shell, a free turtle, and he felt extraordinarily light and happy. He stretched out his arms and his legs and his tail, feeling happier than he had ever been in his life.

Elaborately illustrated, the Travels of Sammy the Turtle provide very interesting and human experiences. It is inconceivable that any child can fail to enjoy the adventures of Sammy the Turtle.

Books Received

"Field Hockey Analyzed." By Hazel J. Cubberley.—"Volley Ball for Women." By Catherine W. Montgomery.—"Basketball for Women." By Alice W. Frymer.—"Marching Tactics." By S. C. Staley. New York: A. S. Barnes and Company.

"How to Get Ready for Citizenship." By Joseph Weintrob. Milwaukee: The Bruce Publishing Company.

"Building Character." Proceedings of the Mid-West Conference on Parent Education. Chicago: The University of Chicago Press.

"Outlines of Ancient History." By D. M. Vaughan. New York: Longmans, Green and Company, Limited.

"Tests and Measurements." By Henry Lester Smith and Wendell William Wright. New York: Silver, Burdett and Company.

"Deans and Advisers of Women and Girls." By A. E. Pierce. New York City: Professional and Technical Press.

"The Alphabet." By Normal H. Hall. Chicago, Ill.: Hall & McCreary Company.

"The Making of High School Curricula." By L. A. Williams. Boston: Ginn and Company.

"America My Wondrous Land." By H. W. Farrington, W. Neidlinger. New York City: A. S. Barnes & Company.

HOLDEN BOOK COVERS

ESTABLISHED 1869

WEAR the Best

PROTECT the Entire Book

INSTILL Habits of Thrift

Promote Health **Produce Economical Results**

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

An Eye for Beauty

A guide had been showing a party of visitors round a great picture gallery, and when they had been through all the rooms he said: "And now, ladies and gentlemen, if anyone would like to ask a question, I shall be happy to try to answer."

"Well," said a woman, "can you tell me what brand of polish they use to keep these floors so shiny?"—The Churchman.

Green Meant Go, and Not Maybe

"What's the idea of that set of traffic lights over the mantel?" inquired the young man calling on daughter.

"It's father's idea," she explained. "The red stays on until 11.30, then he flashes on the amber and 12 the green. And you know," she added, "father is a traffic cop."

Sure

Tubby—"How can I reduce my waist line?"

Doctor—"The best exercise I know of to reduce the waist line is this: Place the hands on the table and push back."

A Case for the Pound

"I am not well, Doctor."

"How do you live?"

"Like any other poor dog—I work like a horse all day, I am always ravenous as a wolf, then I am as tired as a dog and sleep like a bear."

"You had better consult a veterinary surgeon."

Better Than a Deed

An old negro had just paid the last installment on a small farm when the realtor who sold it said: "Well, Uncle Joe, I will make you a deed to the farm now since it has been paid for."

"Boss," the old negro replied, "if it am all de same to you I had much rather you would give me a mortgage to the place."

The realtor, somewhat surprised, said: "Uncle Joe, you don't seem to know the difference between a mortgage and a deed."

"Well, maybe not," said Uncle Joe reminiscently, "but I owned a small farm once to which I had a deed and de bank had a mortgage, and de bank got de farm."—Boston News Bureau.

An Endless Pleasure

One of the most caustic judges who ever sat upon the bench was Lord Yelverton. Once, after chapel while on circuit, the chaplain came to him and said: "I trust you enjoyed my discourse, my lord?"

The judge glared at the poor cleric. "Most marvelously," he replied. "It was like the peace of God, it passed all understanding: and like His mercy, I thought it would go on forever."

A Real Alibi

Erstwhile Eddie—"Lady, I tell yer I've bin so long without food I don't know where me face is!"

Lady of House—"Poor man! I suppose that explains why you haven't washed it lately!"

Middlesex Refinement

Two negro privates in London during the war watched a battalion of Scotch Highlanders march by. The two darkies said not a word until the soldiers had passed, so great was their amazement at a Scotch soldier's uniform.

Finally one turned to the other and said: "Nigger, what's dat? Dey ain't women 'cos day hab whiskers and dey ain't men 'cos dey wear skirts."

In a superior tone, the other answered: "Don't you all knows, dats de middle-sex regiments we done heard about."

Oh, Just Try

Said the cynic: "I could have made a better world than this."

Said the sage: "That is why God put you here. Go ahead and do it."—Samuel W. Grafflin, New York Y. M. C. A.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

TEACHERS WANTED for Schools and Colleges **NATIONAL TEACHERS AGENCY, Inc.**

D. H. Cook, Gen. Mgr., Philadelphia, Penna.

Other Offices: Syracuse, N. Y., Cincinnati, O.; Northampton, Mass., Memphis, Tenn.; Pittsburgh, Penna.; New Haven, Conn.

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. — 8 Beacon Street, Boston
Telephone Hay. 1678. — Established 1885

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools

Meetings To Be Held

NOVEMBER

20-23: Virginia Education Association, Cornelius J. Healwole, State Capitol, Richmond; Richmond, Virginia.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

24-28: South Dakota Education Association, N. E. Steele, 3 Perry Building, Sioux Falls; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

28, 29, 30: Virginia Education Association.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

29-30-December 1: Texas State Teachers Association, R. T. Ellis, 708 Neil P. Anderson Bldg., Fort Worth; San Antonio, Texas.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H. Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association. Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

30-December 1: Florida Education Association, meets at Orlando, Fla. G. W. Marks, president, Deland, Fla. R. J. Longstreet, secretary, Daytona Beach, Fla.

11,000 Children Underwent This Test

In the test of 11,000 children, conducted by two nationally known educators, the children using Eastman Classroom Films gained 33 per cent more in geography and 15 per cent more in general science than the children who did not use such films.

These eminent authorities consider this result to be a reliable index of the value of *Eastman Classroom Films.*

An interesting description of this remarkable test is yours on request

EASTMAN TEACHING FILMS, Inc.
SUBSIDIARY OF EASTMAN KODAK COMPANY
ROCHESTER, N. Y.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions, Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

"They Say"

"They say!" Ah, well, suppose they do!
But can they prove the story true?
Why count yourself among the "they"
Who whisper what they dare not say?
Suspicion may arise from naught
But malice, envy, want of thought.

"They say!" But why the tale rehearse,
And help to make the matter worse!
No good can possibly accrue
From telling what *may* be untrue;
And is it not a better plan
To speak of all as best you can?

"They say!" Well, if it should be so,
Why need *you* tell the tale of woe?
Will it the bitter wrong redress,
Or make the pang of sorrow less?
Will it the erring one restore,
Henceforth to "go and sin no more"?

"They say!" Oh, pause and look within—
See how thine heart inclines to sin;
And lest, in dark temptation's hour,
Thou, too, should'st sink beneath its power,
Pity the frail, weep o'er their fall,
But speak of good, or not at all.

—Selected.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

BARDEEN - UNION TEACHERS AGENCY
PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION
FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES
BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas
43RD YEAR
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

The Corlew Teachers' Agency
GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.
ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions
We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.
74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies